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ABSTRACT

This collection explores diversity in American schools by opening the discussion to the unprecedented diversity of children in American schools. Sections on rethinking familiar minorities, newcomers to the country, and other, often unrecognized minorities, deal with the common themes of minority status, marginality, and resistance. The following chapters are included: (1) "Marbella Sanchez: On Marginalization and Silencing" (Ann Locke Davidson); (2) "The Chicago American Indian Community: An 'Invisible' Minority" (David R. M. Beck); (3) "The Voices of Chicano Families: Life Stories, Maintaining Bilingualism, and Cultural Awareness" (Irene Villanueva); (4) "'Those Loud Black Girls': (Black) Women, Silence, and Gender 'Passing' in the Academy" (Signithia Fordham); (5) "'Becoming Somebody': Central American Immigrants in U.S. Inner City Schools" (Marcelo M. Suarez-Orozco); (6) "Dominicans: Forging an Ethnic Community in New York" (Patricia Pessar); (7) "Sex Education among Haitian American Adolescents" (Michel S. Laguerre); (8) "Changing South Asian Identities in the United States" (Karen Leonard); (9) "Social Capital in Chinatown: The Role of Community-Based Organizations and Families in the Adaptation of the Younger Generation" (Min Zhou); (10) "Education and Ethnicity in an Urban Vietnamese Village: The Role of Ethnic Community Involvement in Academic Achievement" (Carl L. Bankston, III); (11) "Gayness, Multicultural Education, and Community" (Dennis Carlson); (12) "'The Soup Pot Don't Stretch That Far No More': Intergenerational Patterns of School Leaving in an Urban Appalachian Neighborhood" (Patricia Timm and Kathryn Borman); and (13) "White Loss" (Michelle Fine, Lois Weis, Judi Addelston, and Julia Marusza). Each chapter contains references. (Contains four tables.) (SLD)

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